

**PLC Guide:** The following is a sample protocol that teacher PLC math teams might use that would support the frequent use of math tasks with instruction. This should take approximately 45 - 60 minutes.

**Topic for Discussion: TNReady Math Tasks (Focus: Instructional Planning)**

<b>Step 1:</b>	<p>Before the Math team attends, they should: (1) Complete the “Moving to TNReady in Math PLC”, this can be found at the TNCore site by clicking on the “For Leaders” link, (2) Teachers should bring with them to the PLC a sample task taught in their classroom recently.</p> <p>Provide teachers with the following resources:</p> <ol style="list-style-type: none"> <li>1. Major Work of the Grade for their math class: <a href="http://tn.gov/education/standards/math.shtml">http://tn.gov/education/standards/math.shtml</a></li> <li>2. Copy of the Standards for Mathematical Practices (also found on the standards page).</li> <li>3. Task Analysis Guide: <a href="http://tncore.org/sites/www/Uploads/summer2013/Summer_2012/Task_Analysis_Guide.pdf">http://tncore.org/sites/www/Uploads/summer2013/Summer_2012/Task_Analysis_Guide.pdf</a> (Found at the bottom of the Instructional Resources page under the Math link)</li> </ol>
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>1. Give teachers time to look over and review the major work of their grade.</li> <li>2. Go over the “Task Analysis Guide” noting the differences between tasks that require only “memorization” compared to tasks that would be considered “doing mathematics”.</li> </ol>
<b>Step 3:</b>	<p>Questions for discussion:</p> <ol style="list-style-type: none"> <li>1. How often do you use math tasks in class?</li> <li>2. Find two places that your task has direct connection to the major work of the grade.</li> <li>3. Considering the “Task Analysis Guide” where would the task you brought fall?</li> </ol>
<b>Step 4:</b>	<p>Ask math teachers to trade tasks with a partner and provide feedback on the following to their colleague:</p> <ol style="list-style-type: none"> <li>1. Where does this task fall on the “Task Analysis Guide”?</li> <li>2. What could you change about the task to make it more resemble “doing mathematics”?</li> <li>3. Does this task reflect the major work of the grade?</li> <li>4. Which Standards for Mathematical Practices are taught with this task?</li> </ol>
<b>Step 5:</b>	<p>Teaching high-level tasks on a regular basis significantly improves conceptual math understanding for students. Therefore, discussions need to occur to support school-wide expectations for teaching math tasks. Use one of the following facilitation techniques:</p> <ul style="list-style-type: none"> <li>• Decide to teach at least one task a month as a math department.</li> <li>• At a monthly PLC have teachers bring those tasks (including student examples) with them, replicating the questions in <b>Step 4</b>.</li> <li>• As the school leader, you collect the tasks providing feedback in regards to the “Task Analysis Guide.”</li> <li>• As the leader pay close attention and comment on the importance of the teacher providing written feedback to the students.</li> </ul>
<b>Step 6:</b>	<p>Steps for further reflection (to be turned in each month with their task):</p> <ul style="list-style-type: none"> <li>• Ask teachers to bring with them a written summary of their experience teaching this task. What went well? What would they change? Did the students enjoy the task? What were some surprises?</li> <li>• Ask teachers to incorporate Standards for Mathematical Practices.</li> </ul>